

## ABSTRACT

DISSERTATION: The Role of Oral Language Interactions in English Literacy Learning:  
A Case Study of a First Grade Korean Child

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This paper is a qualitative case study of a Korean first grade child. The primary purpose of this study was to investigate the nature of a first grade Korean child's oral language interactions with teachers, parents, peers, and community members and to examine how a child's oral language impacts his literacy learning in English. The data were collected over five months from three different settings: the school, the Korean Language School, and the home. Data methods were interviews, observations, field notes, surveys, audio and video recordings, documents, and informal assessments in Korean and English. Data analysis was based on the analytical categorization and the constant comparison analysis.

The results of this study revealed that opportunities to engage in social interactions between a child and his teachers, parents, and peers through oral conversation contributed to the language and literacy learning of the child observed. The analysis of the data showed that literacy development in English was influenced by three factors: individual factors, home and school environmental factors, and community and cultural environmental factors. Individual factors were personal motivation, the first

language effect, and background knowledge. Home and school environmental factors included parents' support, peer group activity, and teacher's role. Finally, community and cultural environmental factors were mass media and Korean culture and identity. The results of the study supported Vygotsky's sociocultural theory and Bronfenbrenner's ecology system theory that learning occurs through social interactions in cooperated groups and their environments.